



**LOCAL PERKINS APPLICATION
2020-2024**

STAND-ALONE

Office of Career, Technical, and Adult Education

The Nebraska Department of Education
301 Centennial Mall South, Lincoln, NE 68508



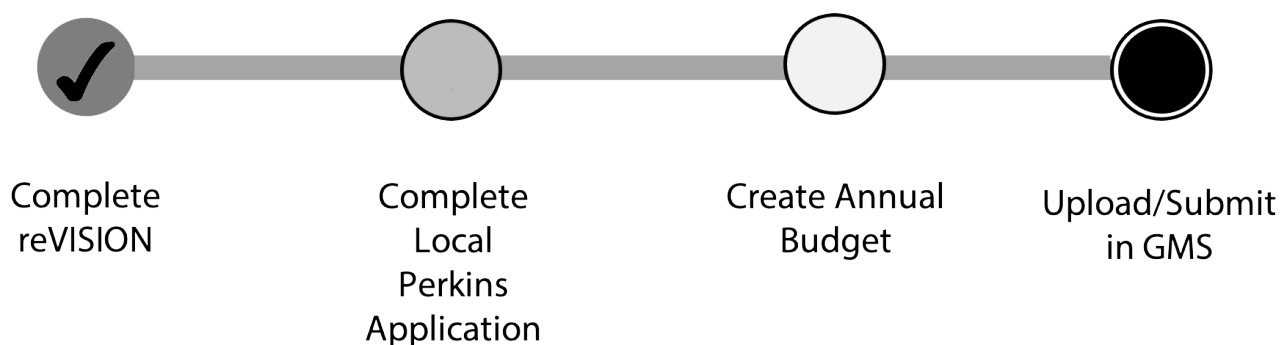
General Information

Nebraska has a vibrant economy with an array of promising career opportunities for its citizens. To take full advantage of the region's workforce options, students must be aware of the occupations that exist and earn the requisite secondary and postsecondary credentials to secure employment. Career and Technical Education (CTE) in Nebraska helps prepare students for postsecondary education and careers, both options and not one or the other.

The federal Strengthening Career and Technical Education for the 21st Century Act (Perkins V) provides resources to support educators in developing the academic, technical, and employability knowledge and skills of secondary and postsecondary education students enrolling in CTE programming.

This **Local Perkins Application** must be completed by all secondary and postsecondary (stand-alone and consortia) CTE providers seeking federal funding through Perkins V. Staff from the Office of Career, Technical, and Adult Education at the Nebraska Department of Education (NDE) have created this document to assist you in developing a strong application for Perkins V funding, one based on information that surfaced as part of your reVISION process.

The Local Perkins Application asks you to describe how your district will use federal funds in strengthening CTE programming and expand student access to CTE programs. Under Perkins V, each state is required to submit a four-year plan to the U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE) covering the 2020-2024 academic years. Local CTE providers (districts, consortia, and community colleges) receiving a Perkins V grant allocation are also required to submit plans with the same timeline committed. Submission of this Local Perkins Application will fulfill that eligibility requirement.



The Local Perkins Application and Resources are available online at <https://www.education.ne.gov/nce/perkins-administration/>

Eligible Recipients

Under Perkins V, eligible recipients include local educational agencies, area career and technical education schools, educational service agencies, Indian Tribes, Tribal organizations, Tribal educational agencies, or a consortium eligible to receive assistance under section 131 of the Act, or, an eligible institution or consortium of eligible institutions eligible to receive assistance under section 132 of the Act.

Eligibility is contingent upon recipients' completion of the NDE's reVISION process, submission and approval of this Local Perkins Application and annual budgets, and the annual confirmation that CTE Essential Components are in place, which indicate CTE programs of are of sufficient size, scope, and quality to be effective and meet the needs of all learners.

A secondary school district must qualify for a minimum allocation of \$15,000 or join/form a consortium with other eligible recipients. A postsecondary institution must qualify for an allocation of \$50,000 or join/form a consortium with other eligible recipients.

School districts and community colleges will continue to use the NDE's web-based tool that indicates their intent to participate in Perkins funding each year and certify their Essential Components are in place. The implementation of the Essential Components will be verified through multiple means to ensure high-quality CTE programming (i.e. monitoring visits, risk analysis, annual reports).

Use of Funds

Under Perkins V, the allocation of resources must now be aligned with the results of the reVISION process. Specifically, funds must be spent "to develop, coordinate, implement, or improve career and technical education programs to meet the needs identified in [reVISION]."

In addition to the overall requirement that local funds be used to support CTE programs of sufficient size, scope and quality to be effective and meet the needs of all learners, the law requires the following uses of funds (throughout the duration of the four-year plan):

1. Provide career development activities through an organized, systematic framework;
2. Provide professional development for a wide variety of CTE professionals;
3. Provide within CTE the skills necessary to pursue high-skill, high-wage and high-demand industry sectors or occupations;
4. Support the integration of academic skills into CTE programs;
5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increased student achievement*; and
6. Develop and implement evaluations of the activities funded by Perkins.

**Key activities such as purchasing industry-grade equipment and supporting CTSOs, work-based learning, and dual-enrollment, among numerous others, are included under the elements that support the implementation of programs and programs of study.*

Visit the [Perkins Management Guide](#) for additional information about allowable uses of Perkins funds.

Timeline and Deadlines

- Annual Intent to Participate Due: March
- Local Perkins Applications Due (2020-2024): May 22, 2020 (*tentative*)
- Grant Award Notification for ¼ of annual allocation: July 1
- Grant Award for full annual allocation: October 1
- Annual Final Claims Due: September 1

**Dates are subject to change. Please visit <https://www.education.ne.gov/nce/perkins-administration/> for updated information.*

Submission Information

Completed applications should be submitted and uploaded within the NDE's Grants Management System by May 22, 2020.

Application Elements

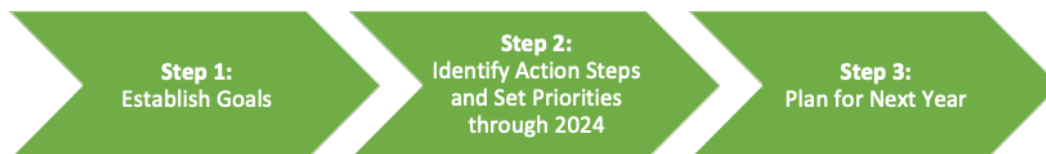
The following outline is provided to support eligible recipients as they develop their four-year Local Perkins Application.

- Section 1: reVISION Summary
- Section 2: Narrative Responses
- Section 3: Annual Budget Worksheet

This four-year Local Perkins Application only needs to be submitted **once**. For the remaining program years (2021- 2024), only progress, update, and annual budget information will be submitted to the NDE.

Going from reVISION to the Local Perkins Application

Creating and enhancing opportunities for all students requires foresight, careful planning, and targeted investment. To help your district determine where to begin and which action steps to approach first, it will be necessary to review the actions steps identified by your district and economic development region through the reVISION process (see Local and Regional CTE Assessments) and establish a set of high priority, overarching goals. Multiple sources of information and other data from the reVISION process may need to be reviewed to accomplish this effectively.



Step 1: Establish Goals

Through active participation in the reVISION process, your district, along with education partners, reviewed a number of different data elements (e.g. school faculty demographics, non-traditional student participation rates, CTE student performance data, etc.). Given these data, desired states and potential action steps were identified for each of the six required elements (at both the Local and Regional levels). Taking all of these desired states and action steps into consideration, identify a goal or set of goals your district might pursue to ensure high-quality CTE programming for your students.

Step 2: Identify Action Steps & Set Priorities

After careful review of the action steps already identified through reVISION, consider the following questions in relation to your overarching goals as identified above:

1. Which of the action steps identified are of highest priority?
2. Are all action steps equally likely to be achieved?
3. Which action steps might you seek to address in each of the application's four years, especially the first grant year (2020-2021)?



Helpful Tip

Ideally, the changes your district makes early on will form a foundation for subsequent work. You are encouraged to identify between 2-3 high priority action steps that your district will be held accountable for over the next four years which will produce measurable results.

Based on all reflections throughout reVISION and in preparing this Local Perkins Application, prioritize the actions steps to be addressed under Perkins V that will help achieve the goals established for your district. Your district will be held accountable for working towards accomplishing these goals over the next four years to move the entire CTE system forward. You will have the opportunity to update and refine your goals and action steps throughout the four years of the plan.

Step 3: Plan for Next Year

After identifying the prioritized action steps your district will take to achieve your overarching goals, you will need to detail the related expenditures you seek Perkins funds to support for the upcoming academic year. Carefully review the required uses of Perkins funds along with the non-allowable uses of Perkins funds – both found on the Perkins Grants Management website:

<https://www.education.ne.gov/nce/perkins-administration/>. A budget template is provided to help gather and prepare the necessary information to enable quick and easy entry into the NDE's Grants Management Systems (GMS) Perkins Budget.

Section 1: reVISION Summary

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) requires each eligible Perkins recipient to complete a comprehensive local needs assessment. In Nebraska, this requirement will be met by participating in the reVISION process – Nebraska’s opportunity for schools and community colleges to analyze and transform their current CTE systems in order to improve their ability to educate a qualified workforce that meets industry needs within an ever-changing economy. Outcomes from reVISION will drive the development of this Local Perkins Application and all future spending decisions.

reVISION Summary. Considering your district’s Local CTE Assessment and the Regional CTE Assessment summary, briefly summarize the current state of each element and the overarching goals your district might pursue in strengthening the CTE programming for your students. These summaries will form the rationale for the action steps needed and use of Perkins funds in the next sections.

Element	Current State	Overarching Goal(s)
SAMPLE: Size, Scope, and Quality and Implementing CTE Programs of Study	<i>Most programs have the minimum SSQ components in place, though the following programs require updating of equipment to meet changing industry standards (program 1, program 2) in communication arts. While we are confident in our local planning and selection of programs of study offered (validated through reVISION), the identification of new and emerging technologies and occupational projections necessitates a comprehensive and thorough review of programs and how each are being implemented throughout the district.</i>	<i>Within the next four years, CTE programs that are aligned with H3 occupations will be reviewed to ensure all equipment and resources are up-to-date and meet industry standards and expectations.</i> <i>Within the next four years, strategies will be developed to expand CTE program offering across the district, which includes professional development on program of study standards and the NDE’s Standards Implementation Framework.</i>

reVISION SUMMARY		
Element	Summary of Current State	Overarching Goal(s)
Career Development	<p>Training to staff to be career coaches:</p> <ul style="list-style-type: none"> • 2X year, professional development via curriculum days where business/industry partners are engaged and facilitate learning. (District) • 6+ X year, PD via career academy advisory board meetings. • 5X year, PD is provide to all new CTE teachers • Teacher Externships (Chamber & MCC) 	<p>(OPS Strategic Plan, Goal 5): Develop a rigorous program of study for each pathway that outlines key general education and elective courses to enhance the pathway within the next four years. All programs of study shall clearly outline appropriate professional/industry certifications, postsecondary credit opportunities, and potential careers outlined with the pathway within the next four years.</p> <p>The Omaha Public Schools Strategic Plan of Action aligns with Perkins Strategic Priorities in the following ways:</p> <ul style="list-style-type: none"> • <u>Aligned CTE Programs:</u> Through the development, expansion, and redefinition of rigorous programs of study.

	<ul style="list-style-type: none"> • Work base learning endorsement training • Instructional coaching (district & school based) • Counseling PD - 4X year leveled PD for all school counselors, 1X secondary counseling planning day • 1x year planning with guidance directors • MCC Concurrent Enrollment Institute. <p>College and Career (two and four year postsecondary options, apprenticeships, military, and direct employment):</p> <ul style="list-style-type: none"> • Dual enrollment – 2-3 X year, learners receive class presentation on benefits or college credits and respective post-secondary pathways • Apprenticeships – District currently provides access to one registered apprenticeship and pipelines to various local/union-based apprenticeships. (H&H, Baxter, Tri-V) • Military – Recruiters through counseling office (National Guard, Army). ASVAB available • Internships – Omaha Public Schools currently provides learners internship opportunities through: CTE programs of study, CTE Career Academies, Intern Omaha Partnership, OPS Internal internship initiatives, 4-6 Jr. Internship Prep Days. • CareerRockit participation (Chamber). • 8th Grade UNO Exploration Day • Counseling curriculum limited in MS and HS • Explorer's Program (Boy Scouts) 	<ul style="list-style-type: none"> • <u>Systematic Career Development:</u> Pathways and Academies will include a consistent, district-wide College and Career Continuum that defines very specific components addressed by 100% of OPS students. • <u>Student Achievement:</u> With focus on all students, OPS will implement consistent scheduling and supports for Career Education (all high schools will be defined as either an academy or pathway school). All students will select an area of focus to provide greater levels of engagement, especially to those in special population groups. • <u>Data Use:</u> Omaha Public Schools will utilize student data in a dashboard environment to identify areas of need and student supports. Freshman Academy models will provide a venue for career and program exploration while providing a foundation of transition success. • <u>Work-based Learning:</u> While following the College and Career Continuum, students will partner with community, business, and school-based opportunities for capstone experiences, internships, and other career exploration tools within the WBL continuum. • <u>Sustained Professional Development:</u> Omaha Public Schools will support teachers and instructional leadership in high-quality professional learning. This will include site-based professional learning experiences as well as support of participation in state, regional, and national level professional learning partnerships. • <u>Instructor Recruitment and Retention:</u> Omaha Public Schools continues to strive to assign teachers and leadership team members to roles and courses that best suit their current and past professional experiences. OPS invests in its teachers and contributes to an ethic of care, as identified in our strategic plan of action to ensure staff are supported and developed. • <u>Middle School CTE:</u> Omaha Public Schools will identify and support career exploration at the middle
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	<ul style="list-style-type: none"> • Career Academy Capstone Experiences • Supervised Agricultural Experience (SAE) @ Bryan High School 	<p>level, as well as exposures to career and course planning elements as students prepare to transition from middle to high school. Additionally, OPS re-defined the role of a CTE Coordinator to have K-12 focus in that role's job description.</p>
Local Workforce Alignment	<p><u>POS align with future workforce and economic needs:</u> Currently, Omaha Public Schools has pathway or academy programs in all six career fields, defined by the Nebraska Department of Education, as defined by the 2018-2019 Program of Study Guide.</p> <p>We also have NDE defined CTSOs in all areas.</p> <p>Omaha Public Schools needs to conduct an audit of coding and reporting done between our student information system (Infinite Campus) and ADVISER.</p> <p><u>Review of workforce and economic data to determine program effectiveness:</u> Utilization of H3 data reports</p> <p>Recommendations and dialogue with Omaha community business partners.</p> <p><u>Opportunities for special population students:</u></p> <p>Omaha Public Schools has a comprehensive EL Office and Special Education Division that support the needs of students through language transition plans and IEPs.</p> <p>OPS also operates program schools that include Blackburn Alternative, Multiple Pathways Program (Accelerate and Independent Studies) that specialize learning opportunities for special population students, and a Career Center that offers industry-level classroom and certification experiences that are designed all students.</p>	<p>(OPS Strategic Plan, Goal 4): All schools shall offer four-year pathways aligned with economic and workforce data or emerging careers aligned with postsecondary degrees within the region and state with the goal of 100% of students selecting a four-year pathway and experience a rigorous program of study within the next four years.</p> <p>(OPS Strategic Plan, Goal 14): Develop a business engagement structure ensuring all schools have one or multiple advisory boards comprised of business, community, and postsecondary partners representing each pathway within the next four years.</p>

Size, Scope, & Quality and Implementing CTE Programs of Study	<p><u>Collaboration with postsecondary and business/industry:</u></p> <ul style="list-style-type: none"> • OPS CTE weekly department meetings • OPS monthly meetings with MCC • OPS quarterly meetings with UNO • OPS Co-Chair Advisory Board Meetings quarterly • 6+ X year, school-based career academy advisory board meetings. • 5+ Business partners host Junior Internship Prep Days throughout the school year • Partnerships with local agencies such as: Dream it Do it, ACE Mentorship Program, Legacy, Intern Omaha, and AIM Institute • Teacher Externships (Chamber & MCC) • Unique teacher Job Shadows during professional development <p><u>Programs meet current industry standards:</u></p> <ul style="list-style-type: none"> • All programs in the six NDE career fields are updated as needed to align to current industry standards with appropriate classroom resources and quality instructional materials. <p><u>Special populations group representation:</u></p> <ul style="list-style-type: none"> • OPS has a 74% free reduced lunch student population. • 2018-19, CTE non-traditional participation is at 40.68% - state target goal is 43.25% • Need to obtain data on SPED & EL 	<p>(OPS Strategic Plan, Goal 1) Transform Omaha High Schools into college and career pathway schools with two designs: wall-to-wall academies and pathway schools within the next four years.</p>

<p>Student Performance Data</p>	<p><u>Performance data and student groups:</u></p> <ul style="list-style-type: none"> • Graduation rate • Assessment scores (ACT) • Pathway and Academy concentrator/completer data 	<p>(OPS Strategic Plan, Goal 7): All schools shall offer a freshmen academy, grouping students into smaller teams with common teachers. Freshmen Academy teachers shall have common planning to focus on support and interventions and standards and instruction within the next four years.</p>
<p>Recruitment, Retention, and Training of Faculty and Staff</p>	<p><u>CTE Teacher recruitment:</u></p> <ul style="list-style-type: none"> • HR – coordinates all job posting and teacher recruitment activities. • Educational pathway in six of the seven high schools. • Recruitment of student teachers and practicum students • Business/Marketing Education partners speak to classes about career opportunities. <p><u>CTE Teacher retainment:</u></p> <ul style="list-style-type: none"> • Ongoing professional learning through, externships, professional conference attendance. • Stipends for curriculum writing, dual enrollment, internship supervision, student organization advisor/sponsor. <p><u>Professional learning and CTE academic and technical instruction:</u></p> <ul style="list-style-type: none"> • All professional development is aligned to NDE state standards. • Collaborate with post-secondary and industry partners. <p><u>Instructor sharing and flexibility of staff:</u></p> <ul style="list-style-type: none"> • Partnership agreements are in place for sharing MCC faculty in two different pathways. • Partnership agreement with MCC career academies utilizes MCC faculty for programing not available in OPS. 	<p>(OPS Strategic Plan, Goal 22): Academy schools shall offer highly effective cross-curricular team training to each Academy team within the next four years.</p> <p>(OPS Strategic Plan, Goal 23): All schools shall offer continued professional development on project-based learning (PBL) for all teachers within the next four years.</p>
<p>Work-Based Learning</p>	<p><u>WBL current practices and experiences:</u></p> <ul style="list-style-type: none"> • Co-Chair advisory board. • School based advisory boards. • Intern Omaha 	<p>(OPS Strategic Plan, Goal 27): Develop and implement a capstone experience for all students within their academy ensuring all teachers have a supporting</p>

	<ul style="list-style-type: none"> • Regional career alliance steering committee. <p><u>WBL Classroom connection:</u></p> <ul style="list-style-type: none"> • Sequential programs of study/pathways are designed to scaffold instruction leading to intentional work-based learning experiences in the respective career field. 	role in the completion of the capstone within the next four years.
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Helpful Tip

When developing goals, make sure they are SMART: Specific, Measurable, Attainable, Relevant, and Time Bound. This way, there will be sufficient detail related to how you will go about making change and use your federal Perkins V funds to improve CTE programming. More information about setting SMART goals can be found at: <http://bit.ly/SmartCTEGoals>.

Section 2: Narrative Descriptions

Instructions: For all six elements, answer each of the following questions based on the outcomes of the reVISION process and the district's overall goals. You'll be asked to prioritize the action steps developed for each year of the Local Perkins Application. Utilize the findings of both the local and regional CTE assessments.

Element 1: Career Development

Context: Each Nebraska learner deserves the opportunity to discover how their own skills fit into workplaces, to explore and learn about career options, and receive guidance in how to plan for successful transitions to their career. Students receive these opportunities through learning skills in a Career Development program which includes: 1. Self-Awareness, 2. Career Exploration, and 3. Career Planning. Students should have access to a career development program throughout their education to prepare for enrollment in CTE and while participating in CTE programs.

1. **Describe how, in collaboration with education and workforce partners (i.e. local workforce development boards, one-stop delivery systems, local workforce agencies, etc.) your district will ensure each student is provided with:**

- a) **Self-awareness: self-knowledge of one's own attainment of NE career readiness standards, academic standards, and technical skills;**
- b) **Career exploration: understanding and skills to find valid information about occupations, CTE options for middle school, high school, and postsecondary education and training for career goals; labor market information for high-wage, high-skill, and high-demand (H3) occupations as determined through the reVISION process, and opportunities for work-based learning to demonstrate skills;**
- c) **Career planning: understanding and skills to choose, apply, and finance relevant postsecondary options for career goals, and develop job search skills such as interviewing, application and resume writing, portfolio development, professional networking, etc.; and**
- d) **An organized system of delivery to implement career development content with career and academic advising to students on an on-going basis (before enrolling and while participating in CTE programs).**

RESPONSE: In response to the regional assessment summary, we will align to the following goals for secondary schools:

- A. Enhance career development, readiness, exploration and engagement relations with the workforce.
 - 1. Provide workshops and career fairs for both staff and students to highlight workplace opportunities.
 - 2. Increase the offering of internships and work-based experiences.
 - 3. Use H3 data to understand demands of the local region.
- B. Align CTE curriculum for seamless integration into a trade or post-secondary experience.
- C. Improve connectivity between teacher, counselor, and parents: counselor and staff cross collaboration with career alignment and post-secondary student opportunities
- D. Professional development opportunities for staff and teachers providing a better understanding of the career and/or college perspectives
 - 1. Explore opportunities to broaden the number of teachers who are CTE certified.
 - 2. Increase exposure of career opportunities for middle level career exploration.
 - 3. Select and create innovative pathway or academy programs; sunset traditional, outdated programs.
- E. Development of senior level capstone programs which explore real world career experiences.
 - 1. Design capstone courses with the assistance of business and industry partners.
 - 2. Align the capstone course with real world projects.

Benchmarks from our strategic plan will allow All pathways will be aligned to the Omaha and Nebraska targeted occupations and workforce data reflecting high skill, high wage, and in demand opportunities aligned with local and regional postsecondary institutions. 100% of students will select a pathway beginning with the ninth-grade students entering in the fall of 2021.

Additionally, 100% of Academy students will complete the four-year college and career continuum of experiences beginning in the fall of 2021 and phased in over four years.

College and Career Continuum – exploration of careers and non-negotiables that all secondary schools will guide students towards.

2. In your district's Local and Regional CTE Assessments, action steps were identified that might be used to improve student understanding of career pathways. First, write the district's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified

related to Career Development your district will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

District's Goal(s) for Career Development:

(Copy and paste from the reVISION Summary)

Overarching Goals (Local):

Transform Omaha High Schools into college and career pathway schools with two designs: wall-to-wall academies and pathway schools.

Self-Awareness: Provide workshops and career fairs for both staff and students to highlight workplace opportunities.

Use H3 data to understand demands of the local region.

Align CTE curriculum for seamless integration into a trade or post-secondary experience.

Encourage cross collaboration with career alignment and post-secondary student opportunities.

Career Exploration: Develop a rigorous program of study for each pathway that outlines key general education and elective courses to enhance the pathway. All programs of study shall clearly outline appropriate professional/industry certifications, postsecondary credit opportunities, and potential careers outlined with the pathway.

Enhance career development, readiness, exploration and engagement relations with the workforce.

Career Planning:

Develop a master schedule that is consistent across all schools to reduce student mobility issues, student retention, student failure, minimize student transition time, and maximize credit opportunities. Academy schools shall ensure teachers have common planning and students are cohorted with a minimum target of 80% purity in identified courses.

Increase the offering of internships and work-based experiences.

Improve connectivity between teacher, counselor, and parents: counselor and staff; cross collaboration with career alignment and post-secondary student opportunities

Prioritized Action Steps for Career Development:

Program Year

Action Steps

(What are you going to do to achieve your goal?)

<p>Year 1: 2020-2021</p>	<ul style="list-style-type: none"> • Develop academy and pathway programming, determine sequencing and alignment to standards, determine staffing. • Plan and implement for master scheduling to align with academy and pathway concept. • Assemble a design team to flesh out all programs of study into a common template for common and aligned documentation. • Align state standards and development and adoption of standards for new pathway/academy programs of study. • Reflect on and expand Middle school to High school transition and pathway/academy selection (ongoing) • Provide professional development in the area of academy structure best practices for schools, CTE departmental best practices, content-area instructional methods, and instructional strategies and best practices, good for all learners.
<p>Year 2: 2021-2022</p>	<ul style="list-style-type: none"> • Implement pathway courses and alignments. • Develop pathway communication and branding documentation. • Implementation of master schedule work. • Provide professional development in the area of academy structure best practices for schools, CTE departmental best practices, content-area instructional methods, and instructional strategies and best practices, good for all learners (ongoing).
<p>Year 3: 2022-2023</p>	<ul style="list-style-type: none"> • Implementation of pathway courses and alignments. • Develop pathway communication and branding documentation. • Implement marketing and branding strategies to enhance equity in career planning and remove stigma that suggests postsecondary as an option. • Recruit special population students and students with IEPs. • Provide professional development in the area of academy structure best practices for schools, CTE departmental best practices, content-area instructional methods, and instructional strategies and best practices, good for all learners (ongoing).
<p>Year 4: 2023-2024</p>	<ul style="list-style-type: none"> • Align capstone experiences for all academy and pathway courses with course standards and industry viability. • Provide professional development in the area of academy structure best practices for schools, CTE departmental best practices, content-area instructional methods, and instructional strategies and best practices, good for all learners (ongoing).

Element 2: Local Workforce Alignment

Context: Each Nebraska student participating in a CTE program should graduate with the skills and credentials necessary to continue their education and find employment in high-skill, high-wage, and high-demand (H3) occupations. In this section of the application, you will use the results of your local and regional CTE assessments to improve the alignment between educational programming and labor market needs.

3. How did the Local and Regional CTE Assessment results inform the selection of specific CTE programs and activities to be funded?

RESPONSE:

Omaha Public Schools has initiated their Strategic Plan of Action, Powered by Foresight. Through that work, we have identified a Profile of a Graduate. This plan looks into the future of a community and its workforce and designs a school district that will have students ready for whatever the future holds. To that end, Omaha Public Schools created a portrait of a graduate that defines what every graduate should know and be able to do upon graduation. The district will focus on this graduate portrait from Pre-K to graduation to ensure each student has the skills to succeed.

To better plan for this work, Omaha Public Schools has partnered with Steele Dynamics to assist in determining meaningful, community-aligned, and engaging pathways for our 53,000+ students. Planned or revised pathways and academies or revision include but may not be limited to: Pre-law, Forensics/Criminal Justice, Fire, Public Works/Environmental, Community Health, Emergency Medical Technician, Teaching as a Profession, Power Grid Technology, Cybersecurity, Film and Media Production, Health Sciences, Design and Construction, Business and Leadership, Construction and Design, Trade and Distribution Logistics, Urban Agriculture, Aviation, Communications, Arts (Performing and Visual), Fashion Design, Digital Design, Finance, IT/Computer Science, Engineering and Design, Robotics, Machining, Medical Research, Biomedical Sciences, Dental Technician, Human Performance, Therapeutic Services, Pharmacy Technician, Entrepreneurship, Nanotechnology, Artificial Intelligence, Behavioral Health, and Mechatronics. All mentioned programs would align with both local and Nebraska Department of Education Career and Technical Education Standards.

4. Describe any new programs of study that will be explored and developed and submitted for approval based on the results of the Local and Regional CTE Assessment results.

RESPONSE:

H3 and local industry input, along with national research will be utilized in selection of current and future academy and pathway programming. Omaha Public Schools will also deepen relationships with business and community partners by adding and expanding the roles of a CTE Coordinator (to the role of a K-12 Coordinator of Career Education and Programming and the addition of a Workforce Development Administrator.

Omaha-area, highest projected growth industries in region are defined (per H3 data) are:

- Marketing/Marketing Research (25%), Software Developers/Application Dev (33%), Financial Managers (22%), Medical and Health Services Managers (24%), Child, Family, and Social Workers (21%), Nursing (23%), Loan Offices (25%), HVAC (24%), Paralegal and Legal Assistants (24%), Mental Health Counselors (29%), Healthcare Social Workers (22%), Health Educators (23%), Interpreters and Translators (20%), Operations Research Analysts (30%), Physical Therapists and PT Assistants (30%+), Electrical Engineers

(22%), Actuaries (20%), Electrical/Power-line (22%), Real Estate Assessors/Appraisers (22%), Occupational Therapy (39%), Veterinarian (29%), Statisticians (34%) (Source: Omaha Region H3 Data Report, April 2020).

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Omaha Public Schools has also adopted a Strategic Plan of Action, Powered by Foresight that will deepen thinking around college and career readiness for all students and staff. We have engaged a national consultant around CTE planning and best practices for implementing academy and pathway programs in a large, urban school district.

5. How will students, including those from special populations, learn about their school's CTE course offerings and whether each course is part of a CTE program of study? Be specific in regards to serving special populations based on the outcomes of the reVISION process.

RESPONSE:

Develop a business engagement structure ensuring all schools have one or multiple advisory boards comprised of business, community, and postsecondary partners representing each pathway.

Each school shall have a design team comprised of ninth grade teachers. These teachers shall determine the mission, vision, goals, norms, and common expectations for students. The teams shall develop a consistent process and structure for student interventions.

Establish additional advanced academic offerings by exploring Cambridge, International Baccalaureate Career Programs and expanding Advanced Placement and dual enrollment aligned with each pathway.

Omaha Public Schools will continue to offer supports and programs for EL and Special Education students via direct support across all content areas through specialized staff through our EL Office and Special Education Division. We strive to mirror our special population demographics to ensure they are reflected in our CTE program and concentrator data.

OPS continues to develop supports for special population students through our programs. Teachers and instructional leaders are provided professional learning supports in working with all students, especially those

in special population groups. Teachers attend IEP meetings as requested for special education students. Blackburn Alternative High School serves a large population of special population students. We annually direct Perkins funding and program supports to that school to ensure rigorous CTE pathway opportunities are available with the same fidelity that students would receive if they were in one of our traditional high schools. We also direct funding to our Career Center and encourage non-traditional participation in specialized programs such as Health Science, Automotive, Welding, and Construction.

Through our Strategic Plan of Action and review of pathway and academy program, some high-level, difficult to offer programs that have traditionally been reserved for the Career Center will become available and potentially more accessible to students at our comprehensive high schools.

The OPS Student Assignment Plan is developing transportation and school selection to make program, pathway, and academy opportunities easily accessible to students through school-zone structures.

6. In your district's Local and Regional CTE Assessments, action steps were identified that might be used to improve program alignment to local workforce development efforts and labor market information. First, write the district's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Local Workforce Alignment your district will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

District's Goal(s) for Local Workforce Alignment:

(Copy and paste from the reVISION Summary)

- Refine or develop a system of tracking business partner engagement and take to scale across all schools.
- Identify (by district leadership) a person/role to develop an electronic tracking system to capture business engagement. This should include an option for partners to select an appropriate dollar equivalent for donated time and services, record the business name and representative, and the academy name.
- Develop and share with the advisory board a prioritized list of academy/ pathway needs and wishes.
- Omaha Public Schools will also deepen relationships with business and community partners by adding and expanding the roles of a CTE Coordinator (to the role of a K-12 Coordinator of Career Education and Programming and the addition of a Workforce Development Administrator.

Prioritized Action Steps for Local Workforce Alignment:

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
Year 1: 2020-2021	<ul style="list-style-type: none"> • Research school engagement/national model programs (CTE pathways) for Cambridge and/or International Baccalaureate exploration and career pathway alignment. • Overhaul business engagement (advisory board) structure to include three-tiers of support for schools and the district. The three levels will result in school-supported, district-supported, and visionary level/advocacy-supported advisory boards and business/industry partnerships. • Provide program exploration professional development (ongoing).

<p>Year 2: 2021-2022</p>	<ul style="list-style-type: none"> • Research and follow year-of-planning for school engagement/national model programs (CTE pathways) for Cambridge and/or International Baccalaureate exploration and career pathway alignment. • Implementation of business engagement re-structure (includes school-based, district CTE, and high-level business leadership boards and advisories). • Define and implementation of business engagement data and tracking system. • Develop CTE teacher-based priority/wish lists needed to successfully implement CTE curriculum with industry experiences to enrich content.
<p>Year 3: 2022-2023</p>	<ul style="list-style-type: none"> • Implement Cambridge and/or International Baccalaureate implementation (career pathway programs). • Provide program exploration professional development (ongoing). • Implement and revisions to new CTE program implementation and adjustments, aligned to new or newly discovered (H3) industry needs.
<p>Year 4: 2023-2024</p>	<ul style="list-style-type: none"> • Provide program exploration professional development (ongoing). • Evaluate program implementation to make needed adjustments, aligned to new industry needs.

Element 3: Size, Scope, & Quality and Implementing CTE Programs of Study

Context: Nebraska is committed to ensuring each student has access to high-quality CTE programming. Nebraska's [state model programs of study](#) are high-quality programs if implemented with fidelity (i.e. teaching at least 90% of each course's standards). They are based on labor market information, offer non-duplicative, sequential coursework, incorporate industry-validated and NDE approved standards, provide work-based learning experiences when applicable, include dual enrollment or early college programs, and lead to recognized postsecondary and industry credentials. Local programs of study may be developed and submitted for approval if determined necessary by the Local and Regional CTE Assessment results.

7. Describe the CTE course and program offerings that will be provided with Perkins funds, including not less than one state-approved program of study. Justify these offerings with the local and regional CTE assessment results.

RESPONSE:

- Provide all teachers access to postsecondary and business/ industry partners
- Expand and sustain unique teacher Job Shadows during professional development
- Continued professional development and teacher training.
- Continue focus on special population student.
- Focus on non-trad and graduation data

- All schools shall offer four-year pathways aligned with economic and workforce data or emerging careers aligned with postsecondary degrees within the region and state with the goal of 100% of students selecting a four-year pathway and experience a rigorous program of study.
 - All Academy and pathway students should have the opportunity to participate and demonstrate their skills in CTSOs.
 - Funding/budget requests will be made based on program offerings and development of the following pathways: Pre-Law, Forensics/Criminal Justice (911), Fire, Community Health, EMT, Teaching as a Profession, Cybersecurity, Film and Media Production, Nursing, Athletic Training, Behavioral Health, Architecture, Digital Design, Construction, Business Management, Entrepreneurship, Electrical, Plumbing, Masonry, Interior Design, International Business, Marketing and Management, Logistics, Food Science, Urban Agriculture, Natural Resources Management, Aviation, Aircraft Mechanics, Aerospace Technology, Financial Planning, Data Analytics, Marketing, Web and Digital Communications, Computer Science, STEM, Engineering, Robotics, Machining, Medical Research, Computer Networking, Gaming and Application Development, Pharmacy Technician, Alternative Fuel Technology, Insurance, Virtual Enterprise, Community Planning, Nanotechnology, Artificial Intelligence/Virtual Reality, Behavioral Psychology, Mechatronics, Automation, Culinary, Aquaponics, Welding, and Autobody/Automotive.
1. Recommend new equipment and labs that mirror industry standards.
 2. Concentrate on post-secondary and industry academic alignment
 3. Examine career clusters and pathways to create available industry-specific opportunities for all students.
 - Recommend new equipment and labs that mirror industry standards.
 - Concentrate on post-secondary and industry academic alignment
 - Embed CTE into School Improvement Plans.
 - Focus on equity and access for special populations (race, gender, socio-economic, special needs)
 - Specific emphasis on gender in non-traditional courses.
 - Review new NDE "Indicator" and "Indicator Trend" reports which disaggregate student performance by special populations
 - Examine, analyze, and interpret data collected
 - Expand data collection to include longitudinal data on post-secondary workforce placement
 - Expand student course offerings
 - Review certification offerings in CTE and validate business utilization
 - Examine career clusters and pathways to avail industry-specific opportunities for all students
 - Determine dual credit availability and ascertain whether faculty has the credentials needed to teach these courses.

8. How will your district improve the academic and technical skills of students participating in CTE programs? This may include strengthening the academic and CTE components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs to ensure learning in the subjects that constitute a well-rounded education.

RESPONSE:

- The district team will work with principals to select pathways to offer ensuring equity across the district. The high schools should work closely with the middle schools to ensure students are properly educated about their choices. District CTE Staff (Teaching and Learning Consultants) facilitate professional learning

opportunities that bring middle and high school staff together (e.g., Coding/Computer Science training, Robotics). We frequently discuss vertical alignment of middle to high school in these programs. We have intend to provide additional development resources into a middle level Intro to Careers course. This course will explore all six career fields and further learning opportunities for students when they reach high school. Omaha Public Schools will conduct a middle school programming audit with an external consultant during the 2020-2021 school year, which will mirror the program audit that took place with high schools during the 2019-2020 school year. We expect to identify further focus areas that will expand opportunities into middle level CTE best practices good for all students. Finally, we will provide professional learning opportunities and development to school counselors, as well as consulting with a national school counseling expert on supporting school counseling, academies, and pathway programming through school counseling best practices.

- The district will develop new pathway standards for courses not offered by the Department of Education. New courses and standards shall be submitted to the Nebraska Department of Education (NDE) for approval.
- All pathways identified in bullet #8 in question 7 (above) will align to NDE Career Education curriculum standards (as they are available). Any courses within a pathway that do not align to a specific set of state standards will be authorized through a local program of study application and development of curriculum standards through other national inputs.
- Omaha Public Schools provides a guaranteed and viable curriculum to students between all secondary schools by district-initiated curriculum guides. Curriculum guides contain state standards, unit-level pacing, scope and sequence (related to courses withing a pathway), and academic vocabulary.
- All schools shall offer a freshmen academy, grouping students into smaller teams with common teachers. Freshmen Academy teachers shall have common planning to focus on support and interventions and standards and instruction. Implement the four-year college and career continuum, phasing in the experiences of students as they progress through their Academies / pathways

9. Describe how your district will provide CTE students with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school, as applicable.

RESPONSE:

- Design and Implement a college and career continuum of intentional experiences for 100% of students preparing them to make informed choices for college and career.
- 100% of students shall have access to advanced academics which should be included in all programs of study (OPS Strategic Plan Goal 9, Benchmark 1).
- College credit partnerships with Metropolitan Community College, University of Nebraska at Omaha, and Midland University exist to provide students highly-rigorous and affordable options to high school college credit.

10. In your district's Local and Regional CTE Assessments, action steps were identified related to CTE program implementation (including size, scope, and quality) your district hopes to address over the next four years. First, write the district's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Size, Scope, and Quality and Implementing CTE Programs and Programs of Study your district will address over the next

four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

**District's Goal(s) for
Size, Scope, and Quality and Implementing CTE Programs of Study**
(Copy and paste from the reVISION Summary)

The CTE team shall conduct an audit of all recommended pathways to determine which courses are not approved for Nebraska. Once determined, the team shall design a four-year progression of courses and standards for submission and approval by the state. Progression of courses should be vetted by the business partners / advisory boards.

Ensure that academy schools shall follow the National Standards of Practice with the expectation that all academies will maintain (Benson and Bryan) or achieve national accreditation once an academy cohort has graduated.

Academy schools shall offer highly effective cross-curricular team training to each Academy team.

1. Recommend new equipment and labs that mirror industry standards.
2. Concentrate on post-secondary and industry academic alignment
3. Embed CTE into School Improvement Plans.
4. Focus on equity and access for special populations (race, gender, socio-economic, special needs)
 - a. Specific emphasis on gender in non-traditional courses.
5. Review new NDE "Indicator" and "Indicator Trend" reports which disaggregate student performance by special populations
 - a. Examine, analyze, and interpret data collected
 - b. Expand data collection to include longitudinal data on post-secondary workforce placement
 - c. Expand student course offerings
 - d. Review certification offerings in CTE and validate business utilization
6. Examine career clusters and pathways to avail industry-specific opportunities for all students
7. Determine dual credit availability and ascertain whether faculty has the credentials needed to teach these courses.

**Prioritized Action Steps for
Size, Scope, and Quality and Implementing CTE Programs of Study:**

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
Year 1: 2020-2021	<ul style="list-style-type: none"> • Define or re-define and align pathways and academies with standards-based program of study content and materials. • Seek approval from NDE Career Education on any local POS models. • Gather industry/advisory board input and coherence among impacted program of studies. • Conduct Cambridge/Career Pathway exploration and year of planning. • Provide professional learning opportunities to explore and expand CTE offerings within Omaha Public Schools.
Year 2: 2021-2022	<ul style="list-style-type: none"> • Ensure pathways aligned to workforce and economic data (H3 and any other local, state, or regional indicators).

	<ul style="list-style-type: none"> • Ensure pathway equity is defined among multiple high schools across the district (guaranteed and viable curriculum). • Continue to seek approval from NDE Career Education on any local POS models. • Implementation of freshmen academy structures. • Implementation of district College and Career Continuum. • Implementation of Cambridge/Career Pathway programming. • Provide professional learning opportunities to explore and expand CTE offerings within Omaha Public Schools.
Year 3: 2022-2023	<ul style="list-style-type: none"> • Develop a Data dashboard that includes dual enrollment statistics. • Implementation of Career Pathway and Academy Programs. • Evaluate and revise programs as needed. • Provide professional learning opportunities to explore and expand CTE offerings within Omaha Public Schools.
Year 4: 2023-2024	<ul style="list-style-type: none"> • Implementation of Career Pathway and Academy Programs. • Evaluate and revise programs as needed. • Provide professional learning opportunities to explore and expand CTE offerings within Omaha Public Schools.

Element 4: Student Performance Data

Context: All students participating in CTE programs should attain academic, technical, and career readiness skill proficiency and transition into advanced education and training and employment. Throughout the Local and Regional CTE Assessments, your district reviewed student performance data on a set of federal performance indicators, identified root causes for programs and student populations that are substantially underperforming, and identified a set of action steps that that might be adopted to improve performance. To ensure and promote equitable access to CTE programs, recruitment materials, school counseling activities, and educational services offered to special populations should also be considered. In this section, you will review the high priority action steps identified at the program and student population levels to guide improvement.

The term “special populations” means-

- Individuals with disabilities;
- Individuals from economically disadvantaged families, including low income youth and adults;
- Individuals preparing for non-traditional fields;
- Single parents, including single pregnant women;
- Out-of-work-individuals;
- English learners;
- Individuals experiencing homelessness
- Youth who are in, or have aged out of, the foster care system;
- Youth with a parent who is a member of the armed services or is on active duty status

11. Describe how the district will provide support to teachers so they will:

- a. Provide activities to prepare special populations for H3 sectors or occupations that will lead to self-sufficiency
- b. Prepare CTE participants for non-traditional fields
- c. Provide equal access for special populations to CTE courses, programs, and POS; and
- d. Ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations

RESPONSE:

All high schools will be redesigned into wall-to-wall academies (4 schools) or college and career pathway schools (5 schools) to include 100% of students (EL, SPED, Gifted included).

All pathways and academies will be aligned with Nebraska economic data and the Omaha work force data for high-skill, high-wage, and In-demand occupations. All pathways will be four-year in length and linked to postsecondary offerings within the state.

- A. Career Education Office, content-area Teaching and Learning Consultants (TLCs) will lead and provide professional learning opportunities aligned to H3 and will focus on school and student improvement (including but not limited to special population students). With a 74.9 percent free and reduced lunch population average for our district, we strive to provide academic supports to economically disadvantaged students. Omaha Public Schools Department of Curriculum and Instruction Support also utilizes a Best Instructional Handbook to ensure effective curriculum delivery is presented with strategies good for all students.
- B. Omaha Public Schools partners with community groups and industry partners with the objective of increasing engagement and the pipeline of students in non-traditional fields. This areas include women in Information Technology, men in nursing/health science, females in aviation, and women in construction/trades. Presentations during curriculum day, department meetings, and at professional conferences that support our staff will address these topics.
- C. The CTE Concentrator/Completion Data of Omaha Public Schools mirrors our overall student population and demographics. With a 74.9 percent free and reduced lunch status rate, this is demonstrated. Our enrollment practices continue to commit to equity and access across all content areas and courses, including Career Education. Components of our Strategic Plan of Action and High School plan include providing more honors or advanced placement course opportunities to all students, which includes Career Education programming. Our academy program membership also has the goal and objectives to mirror the school population.
- D. The following non-discrimination practice is followed by all staff of Omaha Public Schools: Omaha Public Schools does not discriminate on the basis of race, color, national origin, religion, sex (including pregnancy), marital status, sexual orientation, disability, age, genetic information, gender identity, gender expression, citizenship status, veteran status, political affiliation or economic status in its programs, activities and employment and provides equal access to the Boy Scouts and other designated youth groups.

12. How will the district address disparities or gaps in performance? If no meaningful progress has been achieved prior to the third program year, describe the additional actions that will be taken to develop strategies to eliminate those disparities or gaps.

RESPONSE:

100% of freshmen shall experience a smaller learning community that focuses on social, emotional and academic learning. Students shall be cohorted into teams of approximately 160 students and teachers shall have common planning. The teacher team shall experience the highly effective teaming professional development.

If no meaningful progress has been achieved prior to the third program year, our leadership team will re-assess implementation of smaller learning community programming, will provide additional support and guidance to schools implementing, and will adjust allocation of resources to support program fidelity. Freshman academy strategies are research-based and are implemented through necessary outside professional development.

13. In your district's Local and Regional CTE Assessments, action steps were identified to address any disparities in student performance data. First, write the district's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Student Performance Data that your district will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

District's Goal(s) for Student Performance Data:

(Copy and paste from the reVISION Summary)

Transform Omaha High Schools into college and career pathway schools with two designs: wall-to-wall academies and pathway schools.

1. Focus on equity and access for special populations (race, gender, socio-economic, special needs).
 - a. Specific emphasis on gender in non-traditional courses.
2. Improve marketing, exposure, recruitment and outreach to students to enhance their understanding of CTE.
3. Align academic core and CTE disciplines to contextualize curriculums and improve relevancy.

Prioritized Action Steps for Student Performance Data:

Program Year	Action Steps (What are you going to do to achieve your goal?)
Year 1: 2020-2021	<ul style="list-style-type: none"> • Select and refine appropriate pathways for all high schools. • Conduct a comprehensive Middle school program review. • Reflect on H3 data with appropriate dialogue between district and industry partners.
Year 2: 2021-2022	<ul style="list-style-type: none"> • Implementation of Career Pathway and Academy Programs. • Establish greater middle level career exploration and continuum work.
Year 3: 2022-2023	<ul style="list-style-type: none"> • Focus on gender equity in new and existing pathway and academy programming by monitoring enrollments and enrollments into programs, pathways, and academies that do not align with school demographics. • Improve marketing, exposure, and recruitment outreach to all students. • Provide continued professional development around wall-to-wall or pathway school concepts. Continued professional development around teaming best practices, academic integration, and academy alignment with NCAC model will be followed.

Year 4: 2023-2024	<ul style="list-style-type: none"> • Provide continued professional development. • Alignment of academic and core CTE disciplines to contextualize curriculum and improve relevancy.

Element 5: Recruitment, Retention, and Training of Faculty and Staff

Context: Providing high-quality instruction is at the heart of what CTE educators do in Nebraska every day. To prepare educators, take stock of your district's approaches towards recruiting a knowledgeable and diverse workforce, support services offered in order to retain staff, and the professional development provided to improve their skillsets. In this section, you will use the results of your district's Local and Regional CTE Assessments to prioritize the action steps identified for supporting educators and providing quality instruction to every student.

14. Describe how your district will coordinate with the NDE and institutions of higher education to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialist instructional support personnel and paraprofessionals who meet applicable State certification and licensure requirements, including individuals from groups underrepresented in the teaching profession.

RESPONSE:

Omaha Public Schools has an extensive partnership with our local community college, Metropolitan Community College. We have a contribution agreement that allows for a 50/50 split FTE role that supports dual enrollment access, equity, and educator support for those courses and programs. Additionally, our institutions partner to support each other's advisory boards through community input, instructor support to create better student success of programming.

Omaha Public Schools encourages professional learning and development through CTE related professional associations (e.g., National Career Academy Coalition, Association for Career and Technical Education).

Omaha Public Schools will hire and engage highly effective and content-endorsed teachers for their area of expertise. Teachers may come from traditional college certification programs or from business and industry.

Academy Schools: Principals will work closely with counselors to determine pathway courses to target as cohort classes with a minimum target of 80% purity. Other selected courses should be pre-determined and labeled as "global" courses that are available for all academy students to take such as fine arts, world languages, advanced placement courses, etc.

Pathway Schools: Master schedule training and support should be offered by the district office to ensure fidelity with common planning for selected departments or grade levels.

Freshman Academy Teams will engage in highly effective teaming training, suitable for academy and pathway schools.

Schools will designate academy and program leads. The identified data person will use the data system to set up academy groups and select appropriate data fields to populate the electronic dashboards.

The academy lead teacher or administration ensures the goals are reviewed and approved by the advisory board by December of each year.

The Principal's administration team will identify a key person to act as the first point of contact (Academy or Pathway Coach/Coordinator) with a potential business partner. Once the contact is made and the partner has been properly on-boarded, the partner is then introduced to the Academy lead teacher. The district and school administration shall develop a job description for the Academy lead teacher position with appropriate supplemental or stipend pay.

Establish a timeline for professional development with key teachers and subjects. For example: College credit courses should go first along with Freshmen Seminar, Senior Capstone, and other key courses identified by the district.

Consider and rethink how the virtual school opportunities and partnerships can bring equity to schools that cannot offer certain courses and help students accelerate. The team will select, procure, and make available LMS opportunities.

All teachers should experience PBL training as an Academy team with the expectation of developing Academy projects that encompass math, science, social studies, English, CTE, Global courses and the Academy theme. Establish a plan to train all teachers in PBL over the next three years.

Omaha Public Schools will review and consider model programs both inside and outside of Nebraska to especially meet the needs of new and emerging programs to our schools.

15. In your district's Local and Regional CTE Assessments, action steps were identified to address CTE educator recruitment, retention, and training and what your district hopes to address over the next four years. First, write the district's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Recruitment, Retention, and Training of Faculty and Staff that your district will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

District's Goal(s) for the Recruitment, Retention, and Training of Faculty and Staff

(Copy and paste from the reVISION Summary)

1. Modernize recruitment, retention, and training of career and technical education for teacher and staff.
 - a. Increase professional development opportunities
 - b. Continue to reinforce participation in conferences where faculty can advance their knowledge in new equipment and curriculum offerings for the educational setting.
 - c. Work with business partners to provide externship programs or job shadow experiences assisting faculty to better understand the career.
2. Provide enhancement programs to acquire new staff and continue to provide methods of advancement in their career.
 - a. Assure that staff advances professionally allowing them the possibility to teach dual credit programs.

**Prioritized Action Steps for
the Recruitment, Retention, and Training of Faculty and Staff:**

Program Year	Action Steps
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	(What are you going to do to achieve your goal?)
Year 1: 2020-2021	<ul style="list-style-type: none"> • Provide and facilitate project-based Learning training. • Explore Freshman academy training and preparation. • Provide and facilitate CTE best practices professional learning and development to increase teacher and CTE instructional leadership capacity. • Facilitate Master schedule training and professional learning. • Explore and provide and professional learning for career pathway programs for Cambridge and/or International Baccalaureate. • Explore technology delivery and learning management systems in relation to CTE programming.
Year 2: 2021-2022	<ul style="list-style-type: none"> • Explore Virtual school offerings; explore online course offerings to all students, via Omaha Virtual School. • Provide and facilitate project-based Learning training. • Implement Freshman academy concept. • Development of academy leader role. • Provide and facilitate CTE best practices professional learning and development to increase teacher and CTE instructional leadership capacity. • Implement Master schedule structures and continued professional learning for leadership and teachers. • Implementation and professional learning for career pathway programs for Cambridge and/or International Baccalaureate. • Reflect on CTE data for analysis and support. • Plan and begin implementation for academy lead role.
Year 3: 2022-2023	<ul style="list-style-type: none"> • Provide and facilitate project-based Learning training. • Implementation of academy leader role. • Provide and facilitate CTE best practices professional learning and development to increase teacher and CTE instructional leadership capacity. • Reflect on master schedule revision and provide additional professional learning. • Implementation of academy lead role. • Provide and facilitate professional learning and training in NCAC National Standards of Practice.
Year 4: 2023-2024	<ul style="list-style-type: none"> • Provide and facilitate CTE best practices professional learning and development to increase teacher and CTE instructional leadership capacity. • Align staff support for academic and core CTE disciplines to contextualize curriculum and improve relevancy. • Implementation of NCAC National Standards of Practice and academy model status reviews.

Element 6: Work-based Learning

Context: Work-based learning strategies connect learners with employers to prepare them for success in an ever-changing workplace. Work-based learning is a planned program of meaningful experiences related to the career interests of a learner that enable him or her to acquire knowledge and skills in a real or simulated work setting. It requires strong partnerships between schools, colleges, and local employers. Work-based learning is learning through work, not learning about work. Nebraska will evaluate the quality of CTE programs, in part, by the percentage of CTE concentrators who participate in high-quality work-based learning experiences. Additional information about Nebraska's work-based learning strategies can be found here: <https://www.education.ne.gov/workplace-experiences/phase-3-work-based-learning-strategies-overview/>.

16. Describe the WBL opportunities provided to CTE students in your district and how you will work with businesses and employers to develop or expand WBL opportunities, as applicable.

RESPONSE:

Develop a business engagement structure ensuring all schools have one or multiple advisory boards comprised of business, community, and postsecondary partners representing each pathway.

Develop and implement an internship and/or capstone experience for all students within their academy or pathway ensuring all teachers have a supporting role in the completion of the internship/capstone.

Select a pre-determined number of students to receive leadership training and to represent each academy or pathway as student ambassadors in 100% of schools.

Identify and affirm appropriate CTSOs or student organizations for each Academy and/or Academy pathways.

17. In your district's Local and Regional CTE Assessments, action steps were identified related to work-based learning. First, write the district's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Work-based Learning that your district will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

District's Goal(s) for Work-based Learning: (Copy and paste from the reVISION Summary)

All schools shall offer four-year pathways aligned with economic and workforce data or emerging careers aligned with postsecondary degrees within the region and state with the goal of 100% of students selecting a four-year pathway and experience a rigorous program of study.

Establish an electronic portfolio for each student that is reflective of and built upon the experiences of the student's 9-12 learning pathway.

1. Expand and improve partnerships between educators, business/industry and post-secondary leaders
 - a. Increase work-based learning opportunities.
 - b. Develop programs that represent state required work-based learning experience.
2. Create business and industry partnerships that mutually benefits students and professionals
3. Expand work-based learning opportunities to all CTE areas

4. Align workforce experiences with classroom instruction: provide experiential learning opportunities to increase real-world connections in the classroom
5. Develop Advisory Committees with local business: define curriculum for use in the classroom that is industry specific.
6. Offer more experiential learning opportunities for both staff and students
7. Look at potential after school mentoring, job shadow experiences, internships
8. Acknowledge programs that have been developed to support work-based experiences (i.e., Intern Omaha, STEM Ecosystem, DIDI)
9. Develop comprehensive logistics /transportation plans that ensures equitable access for all students.

Prioritized Action Steps for Work-based Learning:

Program Year	Action Steps (What are you going to do to achieve your goal?)
Year 1: 2020-2021	<ul style="list-style-type: none"> • Expand and improve business and industry partnerships. • Redefine three-tiered advisory and engagement support plan. • Lead and support curriculum writing and revisions.
Year 2: 2021-2022	<ul style="list-style-type: none"> • Implement advisory and engagement support (work with three defined advisory groups to support all district programs). • Design best practices around Internship and capstone. • Develop best practices around Portfolio design • Continue curriculum writing and professional learning. • Refine student ambassador opportunities. • Conduct CTSO audit to ensure we are providing balanced opportunities in schools consistent with programming offered at the state and national level. Additional, we will provide or seek professional learning opportunities for CTSO advisers.
Year 3: 2022-2023	<ul style="list-style-type: none"> • Expanded internship and capstone program pilot. • Implement Portfolio pilot (9th grade). . • Continue curriculum writing and professional learning. • Implement student ambassador opportunities. • Continue CTSO audit and professional learning.
Year 4: 2023-2024	<ul style="list-style-type: none"> • Expanded internship and capstone program implementation. • Continue portfolio implementation. • Continue curriculum writing and professional learning. • Reflect and adjust components of work-based learning programs.

Ensuring Equitable Access

18. How was improving the access to and success in CTE programs for each student, especially those who are members of a special population, examined and considered throughout the development of your goals for all six elements?

RESPONSE:

The district will establish a branding team for the purpose of developing and implementing a marketing / communication plan for the schools in partnership with DK Brand Strategies. This shall include the marketing of the Graduate Profile and the College and Career Continuum.

District leadership will develop a consistent process for 100% of eighth grade students who are matriculating to high school to select and register for their chosen pathway within their pathway or academy of choice ensuring a balance within each school. The high schools must reach out to the middle schools to educate the staff, students, and parents.

Career Education supports for 100% of high school assistant principals shall experience regular and on-going professional learning opportunities in leadership development, instructional leadership, and district initiatives.

The district shall redesign the alternative school structure and establish policy around admission and completion.

In summary, the six elements encompassed within this plan were considered through a lens of equity in the following ways:

- Element 1: Career Development – OPS has created and will adopt a College and Career Continuum that provides guaranteed and viable career exploration and postsecondary education preparation to every student that will graduate from one of our high schools.
- Element 2: Workforce Development – The planned development and adoption of a three-tiered advisory and business engagement system will ensure advocacy and support both in schools and at the district level of CTE programming that meets the needs of all students, including those in special population groups. Continued support and program development at the Career Center and Blackburn Alternative will provide needed support and focus to schools that directly support high concentrations of special population students.
- Element 3: Size, Scope, and Quality – District leadership (through CTE content-area Teaching and Learning Consultants and Administrators) will ensure all pathway and academy programs are standards-based, high-quality, and industry focused to meet the needs of student career preparation and integration into postsecondary. We will continue a strong partnership with Metropolitan Community College, University of Nebraska at Omaha, and Midland University for dual enrollment opportunities, allowing all students the opportunity to earn college credit prior to high school graduation. Every OPS graduate will complete Personal Finance as a graduation requirement of Omaha Public Schools. This will enable career exploration through engaging content and will provide more students to be program concentrators through adding 1-2 additional elective courses.
- Element 4: Student Performance – OPS is prepared and will continue to prepare to support and train staff to work in both face-to-face and remote environments to meet the needs of students with adequate technology and resources. The district's Strategic Plan of Action, Powered by Foresight will demonstrate higher graduation rates for all student groups. OPS will also work on instructional strategies both in and outside of CTE to increase student engagement. Curriculum writing projects and work with an outside consultant will ensure opportunities made available to special population students.

- Element 5: Recruitment, Retention, and Training of Faculty and Staff – OPS will continue to focus on professional learning that better prepares our staff to work with all students. Our Strategic Plan outlines program opportunities that will require extensive staff training and retention strategies including International Baccalaureate, Cambridge, Project Lead the Way, and other national model programs. All of those programs have special consideration for special population students. We strive to support and develop staff through an ethic of care philosophy, also identified in our Strategic Plan of Action.
- Element 6 – Work-based Learning – As part of the OPS realignment of Business Engagement (advisory board structure), we will identify stronger work-based learning partners. This will increase opportunities for work-based learning and capstone experiences that will provide students application level of career development, good for all students.

Stakeholder Engagement and Consultation

Eligible recipients are required to engage a broad range of stakeholders who represent CTE and core academic areas, school counselors, special education, advisement professionals and academic counselors, administrators, instructional support professionals, parents and students, special populations (gender, race, ethnicity, migrant status, disability, economically disadvantaged, nontraditional, single parent, pregnant women, out of work individuals, English learners, homeless, foster care, active duty military, corrections), postsecondary CTE faculty, local workforce development, regional economic development, local business and industry, Indian Tribes and Tribal Organizations, and youth corrections, as applicable, in the development of the Local Perkins Application.

Evidence of this can be provided in several ways:

1. **Upload a completed copy of your stakeholder verification worksheet(s) provided in the reVISION Resource Manual and include a description of how you will continue to engage these stakeholder groups throughout the duration of the Application (2020-2024); or**
2. **Detail the membership of an Advisory Committee that meets regularly to provide counsel, direction, and assistance to CTE programs. Include meeting dates, a sample agenda, and a description of the engagement that will take place throughout the duration of the Application (2020-2024). Membership should include representation from the above mentioned stakeholder groups, as applicable; or**
3. **Describe in detail how efforts were made to engage each of the required stakeholder groups throughout the development of this Local Perkins Application and how your district will continue to meaningfully engage them throughout the duration of the Application (2020-2024).**

It is recommended existing structures and means for engaging stakeholders that local districts no doubt already have in place are utilized as a starting point.

RESPONSE:

Each school shall develop a four-year program of study for 100% of the pathways. These programs of study must include minimum graduation requirements and should seek to raise the aspirations for all students. The programs of study must include highly recommended advanced courses, four years of math, science, social studies, and science, plus electives and world languages that support the pathway.

Other considerations: college courses, professional certifications, aligned college degrees/certificates, school clubs, the college and career continuum, and aligned career opportunities.

Assemble a design team to flesh out all programs of study using a common template. Across the district, this common form should be used for schools to customize and publish programs of study to parents.

Develop a master schedule that allows for weekly common planning time and/or weekly content planning time. Teachers should also have a common planning template to be used at all academy team meetings that guides the team's discussion around curriculum, student work, student achievement, assessment results, student support and interventions, and academy business.

In response to question #2, Omaha Public Schools will continue to utilize a district advisory board comprised of business and community members who are part of our multiple school, pathway, and academy advisory boards for Career Education. This advisory board will engage in training and conversations about best practices for individual boards and will provide overall insight and dialogue around industry needs, trends, and alignment of local programs to the needs of our business and industry.

This board will meet quarterly, during second, third, and fourth quarters during the months of November, January, and April.

The following is a list of our industry committee, the organization they represent, and the career cluster/program they serve on the advisory board for:

<u>First Name</u>	<u>Last Name</u>	<u>Bus/Org/School</u>	<u>Career Cluster</u>
Stu	Bernstein	UNL, College of Engineering, Construction Mgmt & Engineering	Arch and Construction
Amy	Bliemeister	Nebraska Methodist College	Health Sciences
Heidi N.	Kaschke	University of Nebraska Medical Center (UNMC)	Health Sciences; Education Agency
Jay	Kline	White Lotus Group	Arch and Construction / Design
Adam	Rosen	UNO School of Health & Kinesiology	Health Sciences
Chris	Humphries	First National Bank and OPS Alumni	Business/Finance
Stephan	Becerra	Hoegemeyer Hybrids	Urban Ag
Jim	Walsh	Truck Center Companies	Transportation, Distribution & Logistics
Chris	Emge	Truck Center Companies	Transportation, Distribution & Logistics
Andrew	Yosten	HDR	Arch and Construction / North Engineering
Sherie	Thomas	OPD, and OPS Parent	Law, Public Safety, Corrections & Security and OPS Parent
Shonna	Dorsey	Mutual of Omaha and OPS Alumni	Information Technology / IT Advisory
Levi	Thiele	AIM Institute	Information Technology / IT Advisory
John	Vinchattle	Wayne State College	Education and Training; Education agency
Toba	Cohen-Dunning	Omaha Schools Foundation	Parent
Joyce A.	Cooper	Omaha Public Power District	Skilled and Technical Sciences
John	Fonda	John Day Company	Skilled and Technical Sciences
Mike	Gibbs	Spartan Nash (Family Fare)	Business, Marketing, Management
Katie	Graham	NDE-CTE, State Director	Education Agency
Allan	Hale	NECA (National Electrical Contractors Association)	Manufacturing
Sara	Hansen	Turner Construction Company	Arch and Construction
Lynette	Ingram	Bellevue University	Education and Training
Kelsey	Johnson	Mechanical Contractors Association of Omaha (MCA Omaha)	Manufacturing
Susan	Katzman	The SEK Group and OPS Alumni	Education and Training
Ralph	Kleinsmith	Lozier Corporation	
Lynn	McCormack	Identity Marketing Group	BMIT
Mike	McMeekin	Lamp Rynearson	
Sarah	Moylan	Greater Omaha Chamber	Government and Public Administration
Elizabeth	Mulkerrin	Omaha's Henry Doorly Zoo and Aquarium, Education Director	Education Agency
Bill	Owen	Metro Community College	Education and Training
Erin	Porterfield	Heartland Workforce Solutions, Inc.	Non-traditional Fields; Government and Public Administration

Section 3: Annual Budget Worksheets

The next step will be completed each year through 2024 and is based on the above four-year Local Perkins Application.

Based on the Action Steps identified for each element for the program years 2020-2024, detail your budget request **for the upcoming program year** using the budget template provided. List all direct costs associated with the implementation of the proposed activities/action steps that are allowable and justified. Provide explicit detail (e.g. if you plan to use funds to attend a national conference, the name and date of the conference along with all associated costs must be listed if known; if you plan to purchase a piece of equipment, list the name, model, and price). Add/remove rows as needed.

Allowable uses of funds: All grant funds must adhere to the Perkins Guidelines for use of Federal Perkins Funds as defined in the Nebraska Perkins Management Guide. In particular, no consumable items, furniture, or items that become part of a permanent structure may be purchased. Please visit <https://cdn.education.ne.gov/wp-content/uploads/2019/04/NonAllowableUseofFunds.pdf> for additional information related to allowable uses of funds. **As a reminder, only those activities that directly align with the outcomes of the reVISION process (as detailed in the Local Perkins Application) may be eligible for Perkins funding.**

Non-allowable uses of funds: Perkins grant funds may not be spent on costs associated with writing the application, consumable items, whole-school improvement efforts not directly related to CTE programs, professional development not directly related to needed changes identified in the reVISION process, direct assistance to students (i.e. subscriptions or single-use licenses), or students below grade five. Perkins funds cannot be used to supplant funds. Carefully review the non-allowable uses of funds document found under the Perkins Management Guide link noted above.

[Click here for the Annual Perkins Budget Worksheet Template](#)



Helpful Tip

When writing your action steps and developing your budget, remember there are some activities that require no funds, some that are being addressed by existing programs and initiatives within a school, college, or program, and still others that will require funds outside of the Perkins grant.